

GUIDESTEPS FOR ALL EVALUATOR INTERVIEWS (I-3)

This form is used as a guide for **any interview conducted with the evaluation staff of the LEA**. The purpose of the interview is to determine if the evaluator knows the requirements of the law. All interview responses must be transferred to the I-3 Summary and from there to the Summary of Findings.

Question	Instructions
QUESTION NUMBER and SOF LOCATION	
1. No citation	Record the positive information for synopsis into the strengths of the LEA in the final report.
2. I.B.2.a	<p>This item is used to ensure that child find activities are being conducted for children aged birth through 5 years.</p> <p>All LEA evaluators must have knowledge of the resources of the AZ Early Intervention Program (AzEIP) and understand the referral process. AzEIP agencies that provide services include DDD, DHS, and ASDB. Local resources and methods differ between communities and the item should be marked "in compliance" if the administrator can explain that community's procedures AND the LEA has a system for ensuring that AzEIP referrals are effectively screened and/or evaluated.</p> <p>Unified and elementary evaluators must have knowledge of active child find efforts including screenings conducted by the district and with Head Start or other community preschool programs. Charter school and Union high school administrators must also have knowledge of the referral process to district of residence for children aged 3 through 5.</p> <p>Evaluators may need assistance in understanding that child find responsibility extends to birth.</p>
3. II.B.13.b	<p>This item is used to determine if pre-referral efforts are documented in the evaluation report.</p> <p>If the evaluator is not involved in any pre-referral activities or interventions but indicates how these efforts are incorporated into the evaluation report, mark this item in compliance.</p> <p>If the evaluator has no knowledge of pre-referral activities or how they are incorporated into the report, mark this item in non-compliance.</p>
4. II.B.4	<p>This item is used to determine the active participation of the various members in the MET/IEP team that considers eligibility for special education.</p> <p>If the evaluator describes the MET membership, and the roles of the various members and their active participation, mark this item in compliance. If the evaluator does not list any members but, when probed, describes authentic participation in decision-making, mark the item in compliance.</p> <p>If the evaluator describes only parental provision of historical information (developmental or health histories, school attendance, etc.) and little or no participation in the decision-making process, mark this item in non-compliance.</p>

<p>5. II.B.6</p>	<p>This item is used to determine if the consideration of existing data has been incorporated into the evaluation process, or if the team made a determination to gather additional data.</p> <p>This item is also used to determine if parents are informed of their right to request additional data even when other members of the team do not feel additional data are necessary to determine eligibility. If the evaluator references a meeting(s) or telephone conference(s) that include discussions of existing information or the need for additional information with members of the MET/IEP team, mark this item in compliance. If the evaluator gathers information but makes the decision him/herself without discussion with the team, mark this item in non-compliance.</p>
<p>6. II.B.10.a.</p>	<p>This item is used to decide if the MET team used existing data and/or new data to determine if the child has a specific category of disability.</p> <p>If the evaluator indicates that the members of the MET team made the determination of a specific category, mark this item in compliance. If the evaluator indicates that the determination was not a MET team decision, but instead the decision regarding the category of disability was made by only a few people, then mark this item in non-compliance.</p>
<p>7. II.B.10.b</p>	<p>This item is used to decide if the MET team used existing data and/or new data to determine if the child needs special education and related services.</p> <p>If the evaluator indicates that the members of the MET team made the determination regarding the need for special education and related services, mark this item in compliance. If the evaluator indicates that the determination was not a MET team decision, but instead the need for services was made by only a few people, then mark this item in non-compliance.</p>
<p>8. II.B.7.a</p>	<p>This item is used to determine if obtaining parental consent prior to gathering additional data is a systematic process in the LEA.</p> <p>If the evaluator indicates that the consent paperwork is verified by some method prior to beginning his/her evaluation, mark this item in compliance. If the evaluator indicates that someone else is in charge of that process and makes no mention of his/her verification, mark this item in non-compliance.</p>

<p>9. II.B.12</p>	<p>This item is used to determine whether the evaluator has access to sufficient assessments tools so that s/he can select ones that are:</p> <ul style="list-style-type: none"> • Technically sound • Validated for the purposes for which they are being used • Administered by personnel trained in accordance with the test developer's requirements. <p>This question may require some probing by the interviewer to elicit all of the needed information. Some examples of possible leading questions are:</p> <ul style="list-style-type: none"> • Do you have access to the most recent versions of the tests you use? • How many options do you have for cognitive testing (or whatever type of testing might be appropriate for the evaluator being interviewed)? • Have you had the opportunity to attend training seminars on new tests? <p>The compliance call should be made on the totality of the answers. Mark this item in compliance if there appears to be:</p> <ul style="list-style-type: none"> • an adequate number and variety of assessment tools available • an effort to maintain current test versions with current norms • access to professional training related to proper test administration.
<p>10.(a-c) II.B.9.d II.B.13.a II.B.13.c</p>	<p>These items are used to determine if the evaluator uses appropriate accommodations when assessing a child with the specified background.</p> <p>The items can be marked in compliance if the evaluator indicates that these factors were taken into consideration in any of the following ways:</p> <ul style="list-style-type: none"> • test selection • interpretation of results • manner of test administration.
<p>11. II.B.7.c</p>	<p>This item is used to determine if the evaluator is using appropriate strategies to assess students who are limited English proficient.</p> <p>For LEP students, the following approaches to assessment can be marked in compliance:</p> <ul style="list-style-type: none"> • the evaluation was conducted by an evaluator who is fluent in the language of the child • an interpreter was used, or • the tests selected did not stress language.
<p>12. II.B.8</p>	<p>This item is used to determine if the student was assessed in all areas related to the suspected disability – particularly when behavior is an issue.</p> <p>This item should be marked in compliance if the evaluator indicates that any of following occurred:</p> <ul style="list-style-type: none"> • existing information on behavior was discussed by the MET/IEP team • a functional behavioral assessment was conducted or reviewed as part of the evaluation • a review of progress (related to existing IEP behavior goals and/or behavior plan) occurred.
<p>13. III.B.4.I</p>	<p>This item is for psychologists only and is used to determine if the IEP team considered whether there is a need for behavioral supports, including counseling for students whose behavior indicates a need for interventions.</p>

No Citation	This item is used to solicit information about other issues that are confronting the LEA in the area of special education evaluations. It is appropriate to ask probing follow-up questions if the evaluator indicates concerns in any area of compliance. Information from this question can also be incorporated into the general strengths and concerns in the summary of findings.
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